

EQUITABLE ACCESS TO EXCELLENT TEACHERS AND LEADERS STAKEHOLDER INVITATION WEBINAR

Idaho Department of Education

August 2015

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WEBINAR AGENDA

- ▶ Historical Background on Equitable Access
- ▶ Overview of Excellent Educators for All Initiative
- ▶ Equitable Access in Idaho
- ▶ Next Steps and Future Opportunities for Stakeholder Engagement

HISTORICAL BACKGROUND

- ▶ The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006.
- ▶ States also were required to create plans to ensure that poor and minority students are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.

FINDINGS FROM RESEARCH ON EQUITABLE ACCESS

The following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- ▶ Students of color
- ▶ Students from low-income families
- ▶ Rural students
- ▶ Students with disabilities
- ▶ Students with limited English proficiency,
- ▶ Students in need of academic remediation

Source: Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

EXCELLENT EDUCATORS FOR ALL INITIATIVE

The three-part initiative includes:

- ▶ Comprehensive Educator Equity Plans
- ▶ Educator Equity Profiles
- ▶ Educator Equity Support Network

PART 1: COMPREHENSIVE EDUCATOR EQUITY PLANS

Idaho submitted a plan to the U.S. Department of Education June 1, 2015 and the plan included:

- ▶ Analysis of state data with the Internal Team at ISDE.
- ▶ A plan for engagement of teachers, principals, districts, parents, and community organizations
- ▶ Areas where Idaho has gaps
- ▶ Some possible strategies to help districts address the gaps.

PART 2: EDUCATOR EQUITY PROFILES

- ▶ The U.S. Department of Education provided each state with an educator equity data profile based on statistics from the Civil Rights Data Collection (CRDC) to help states identify (1) gaps in access to quality teaching for poor and minority students and (2) high-need schools that are successfully recruiting and retaining effective educators.
- ▶ The data for our state indicated the following:
 - ▶ Gaps with inexperienced teachers and the rate at which students are taught by unqualified teachers across all quartiles were identified although minimal.
 - ▶ Districts experience challenges in finding qualified candidates, particularly in Regions 1, 2, & 6. These areas contain a high number of rural districts.

PART 3: EDUCATOR EQUITY SUPPORT NETWORK

- ▶ The U.S. Department of Education also established a \$4.2 million technical assistance network to support states and districts in developing and implementing their plans.
- ▶ The network helped develop model plans, share promising practices, provide communities of practice for educators, and create a network of support for educators working in high-need schools.
- ▶ Our state has been involved with this network in the following ways:
 - ▶ Idaho's core leadership team received support and feedback and a preliminary review of the first draft of the plan.

CORE PRINCIPLES

All students deserve an equal educational opportunity, including equal access to excellent educators.

Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed.

Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers.



IDAHO'S VISION

Every student in Idaho will have access to effective educators. Idaho will place the highest priority on:

- ensuring high quality educator preparation;
- recruiting and retaining highly effective educators;
- continuous growth of educators' professional practice.



DEFINITIONS

Inexperienced teacher – a teacher in his/her first year of practice

Unqualified teacher – a teacher lacking at least a bachelor's degree, full licensure, highly qualified teaching status, and/or working under an emergency license

Out-of-field teacher – a teacher who is not appropriately certificated or endorsed for the area in which he/she is teaching

Effective teacher – a teacher evaluated as proficient or higher

Ineffective – a teacher evaluated as unsatisfactory or basic

Poor student – a student from a low-income family

Minority student – student of color



SIX STEPS/REQUIREMENTS OF EQUITABLE ACCESS PLANNING

Deadline: June 1, 2015 - Plans was submitted to meet the following six requirements:

Described the steps the SEA took to consult with stakeholders.

Identify equity gaps.

Explained the likely cause(s) of the identified equity gaps – Root Cause Analysis

Set forth the SEA's steps to eliminate identified equity gaps – Strategies

Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.

Describe how the SEA will publicly report on its progress in eliminating the identified gaps, *including timelines for this reporting.*



RESOURCES

- ▶ The Idaho Department of Education will provide the following resources to all participating stakeholders.
- ▶ Copy of the Idaho's Equity Plan
- ▶ List of participating stakeholders
- ▶ ISDE website for information and other available resources.

STAKEHOLDER INPUT - CONTINUING THE CONVERSATION

How do we get deeper than, “we can’t find Math, Science teachers”?

You are invited to join us in continuing the conversation.



QUESTIONS AND ANSWERS/CONTACT INFO

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